

**IMPLEMENTASI MODEL PEMBELAJARAN *THINK PAIR SHARE*
MENGAKIBATKAN PERBEDAAN KELUHAN MUSKULOSKELETAL DAN
KEBOSANAN SERTA HASIL BELAJAR KOGNITIF SISWA SMA NEGERI 4
SINGARAJA**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui implementasi model pembelajaran *Think Pair Share* mengakibatkan perbedaan keluhan muskuloskeletal dan kebosanan serta hasil belajar kognitif siswa SMA Negeri 4 Singaraja. Jenis penelitian ini adalah kuasi eksperimen dengan rancangan *randomized nonequivalent pre and posttest control group design*. Variabel terikat dalam penelitian ini, adalah: (1) keluhan muskuloskeletal yang didata dengan kuesioner *Nordic Body Map*; (2) kebosanan yang didata dengan kuesioner kebosanan dalam pembelajaran, dan (3) hasil belajar yang didata dengan test objektif di akhir pembelajaran. Perlakuan yang diberikan pada penelitian ini adalah implementasi model pembelajaran *Think Pair Share*. Data dianalisis dengan uji *t independent sample* dengan taraf signifikansi 5%. Hasil penelitian menunjukkan bahwa: (1) implementasi model pembelajaran *Think Pair Share* mengakibatkan keluhan muskuloskeletal siswa lebih rendah 43,18% dibandingkan dengan keluhan musculoskeletal siswa pada pembelajaran konvensional; (2) implementasi model pembelajaran *Think Pair Share* mengakibatkan kebosanan belajar siswa lebih rendah 65,06% dibandingkan dengan kebosanan belajar siswa pada pembelajaran konvensional; dan (3) implementasi model pembelajaran *Think Pair Share* mengakibatkan hasil belajar kognitif siswa lebih tinggi 2,55% dibandingkan dengan hasil belajar pada pembelajaran konvensional. Berdasarkan hasil analisis tersebut dapat disimpulkan bahwa implementasi model pembelajaran *Think Pair Share* mengakibatkan keluhan muskuloskeletal dan kebosanan siswa lebih rendah, sedangkan hasil belajarnya lebih tinggi dibandingkan dengan pembelajaran konvensional.

Kata kunci: Model pembelajaran *Think Pair Share*, keluhan muskuloskeletal, kebosanan, hasil belajar.

**IMPLEMENTATION OF THE THINK PAIR SHARE LEARNING MODEL
RESULTING IN DIFFERENCES OF MUSCULOSKELETAL COMPLAINTS AND
BOREDNESS AND COGNITIVE LEARNING RESULTS OF STUDENTS OF SMA
NEGERI 4 SINGARAJA**

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ABSTRACT

This study aims to determine the implementation of the Think Pair Share learning model resulting in differences in musculoskeletal complaints and boredom and cognitive learning outcomes of SMA Negeri 4 Singaraja students. This type of research is a quasi-experimental design with a randomized nonequivalent pre and posttest control group design. The dependent variables in this study were: (1) musculoskeletal complaints which were recorded using the Nordic Body Map questionnaire; (2) boredom was recorded with a boredom questionnaire in learning, and (3) learning outcomes were recorded with an objective test at the end of the lesson. The treatment given in this study was the implementation of the Think Pair Share learning model. Data were analyzed by independent sample t test with a significance level of 5%. The results showed that: (1) the implementation of the Think Pair Share learning model resulted in 43.18% lower musculoskeletal complaints of students compared to musculoskeletal complaints of students in conventional learning; (2) the implementation of the Think Pair Share learning model resulted in 65.06% lower student boredom compared to student learning boredom in conventional learning; and (3) the implementation of the Think Pair Share learning model resulted in 2.55% higher student cognitive learning outcomes compared to conventional learning outcomes. Based on the results of the analysis, it can be concluded that the implementation of the Think Pair Share learning model resulted in lower musculoskeletal complaints and student boredom, while the learning outcomes were higher than conventional learning.

Keywords: Think Pair Share learning model, musculoskeletal complaints, boredom, learning outcomes.